

**XI WOJEWÓDZKI KONKURS Z JĘZYKA ANGIELSKIEGO  
DLA UCZNIÓW SZKÓŁ PODSTAWOWYCH WOJEWÓDZTWA  
ŚWIĘTOKRZYSKIEGO**

**ETAP III – WOJEWÓDZKI**

**4 marca 2024 r.**

**Godz. 10:00**

**Kod pracy ucznia  
punktów**

**Suma**

Czas pracy: **80 minut**  
Liczba punktów możliwych do uzyskania: **100 punktów**

**Instrukcja dla ucznia**

1. W wyznaczonym miejscu arkusza z zadaniami konkursowymi wpisz swój kod.
2. Sprawdź, czy na kolejno ponumerowanych 19 stronach jest wydrukowanych 13 zadań.
3. Ewentualny brak stron lub inne usterki zgłoś Komisji Konkursowej.
4. Czytaj uważnie wszystkie teksty i zadania. Wykonuj zadania zgodnie z poleceniami.
5. Rozwiązań zadań zapisz długopisem lub piórem z czarnym lub niebieskim tuszem/atramentem.
6. Nie używaj korektora.
7. Rozwiązań zadań zamkniętych, tj. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 zaznacz w arkuszu z zadaniami konkursowymi. W każdym zadaniu poprawna jest zawsze tylko jedna odpowiedź. Wybierz tę odpowiedź i odpowiadającą jej literę zaznacz w kółku lub wpisz właściwą literę w miejscu do tego przeznaczonym:
8. Jeśli się pomyliłeś, błędne zaznaczenie przekreśl krzyżykiem, np.  i zaznacz kółkiem inną wybraną odpowiedź, np.:

***Powodzenia!***

### Zadanie 1. (0–10)

Wysłuchaj dwukrotnie rozmowy Mike'a i Angeli. Zdecyduj, czy zdania 1.0. – 1.10. odnoszą się do Mike'a, Angeli, obojga czy żadnego z nich, zgodnie z treścią nagrania. Zaznacz literę M = Mike, A = Angela B = Both (oboje) lub N = Neither (żadne z nich). Zdanie 1.0. zostało uzupełnione jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

	M	A	B	N	
1.0.			X		read an article about consumer cooperatives in 'Consumer World'.
1.1.					found it surprising that consumer cooperatives have a long history.
1.2.					is/are in favour of the idea of consumer cooperatives.
1.3.					thinks/think managing a cooperative may be a problem.
1.4.					thinks/think the idea of consumer cooperatives is old fashioned.
1.5.					is/are worried about the prices in cooperatives.
1.6.					believes/believe that you can buy local products in cooperatives.
1.7.					intends/intend to visit a local cooperative.
1.8.					intends/intend to join a local grocery cooperative.
1.9.					considers/consider starting a cooperative selling ecological milk, butter and other things.
1.10.					doubts/doubt his/her business talents.

1.0. Przykład	1.1.	1.2.	1.3.	1.4.	1.5.	1.6.	1.7.	1.8.	1.9.	1.10.
B										

.../10

### Zadanie 2. (0–5)

Wysłuchaj dwukrotnie wywiadu z Reese, aktywistką ruchu Slow City i spośród podanych możliwości A – C, wybierz zakończenie zdań 2.0. – 2.5. zgodne z treścią nagrania. Zaznacz literę A, B lub C. Zdanie 2.0. zostało dokonczone jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

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**Przykład:**

**2.0. The Slow City Movement started**

**A. more than 20 years ago.**

B. in the 19<sup>th</sup> century.

C. before the Slow Food Movement.

**2.1. To become a Slow City, the town must**

A. be located in Italy

B. have a population of more than 50,000.

C. fulfil several conditions.

**2.2. The main aim of the Slow City Movement is**

A. cultivating whatever distinguishes the town among others.

B. making people follow Slow City rules.

C. preventing residents from leaving for other places.

**2.3. Thanks to the Slow City Movement, the residents**

A. feel proud of their town.

B. feel they belong to the local community.

C. feel better.

**2.4. The people who might not enjoy living in a Slow City are**

A. the young.

B. the elderly.

C. the middle-aged

**2.5. Slow Cities try to**

A. keep tourists away.

B. invite a special type of tourists.

C. provide all sorts of tourist attractions.

<b>2.0. Przykład</b>	<b>2.1.</b>	<b>2.2.</b>	<b>2.3.</b>	<b>2.4.</b>	<b>2.5.</b>
A					

.../5

**Zadanie 3. (0–5)**

**Uzupełnij luki 3.0. – 3.5. akapitami A – H. Luka 3.0. została uzupełniona jako przykład. Jeden akapit został podany dodatkowo i nie pasuje do żadnej luki. Wybierz akapit i wpisz odpowiadającą mu literę A, B, C, D, E, F lub G pod odpowiednim numerem luki 3.0. – 3.5. Wpisz odpowiednie litery do tabelki pod zadaniem.**

**MASTER OF THE DEEP**

Jacques-Yves Cousteau, 1910-1997, was one of the greatest Frenchmen of the 20<sup>th</sup> century.

He invented the modern diver's breathing apparatus, and went on to become one of the world's best known explorers. A new era of marine exploration began in the summer of 1943

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in a secluded French bay when Cousteau first slipped into the sea wearing his Aqua-Lung, the simple but elegant invention that enabled humans to take their breath with them beneath the sea.

### 3.0. ....A.....

He knew what he wanted, but it did not exist. What he wanted was self-contained compressed-air cylinders plus a device with hoses and mouthpiece. Theis device would feed him air only on the intake, at the pressure of the surrounding sea, shutting off the flow when he exhaled.

### 3.1. ....

For human use the device proved remarkably effective, so much so that today millions of divers put on this device without a thought. But at the time the Aqua-Lung was history in the making. It opened the underwater world to a new age of discovery.

### 3.2. ....

The end of World War II freed naval officer Cousteau for further joyful underwater pursuits. He used a former mine sweeping ship, the Calypso, to continue his exploration of the ocean depths. He recorded his experiences in his book, *The Silent World* (1953), a publishing sensation that sold five million copies and was translated into 22 languages. In the following years, Cousteau developed a miniature submarine, the Diving Saucer, built underwater dwellings for prolonged diving, and produced a series of television films that made him one of the best-known faces. But as the years passed, he began to notice something worrying in the Mediterranean Sea.

### 3.3. ....

This was especially apparent in the Mediterranean Sea, which is an enclosed, nearly tideless, sea with many of the characteristics of a lake, so that any environmental interference would not take long to show itself. Later Cousteau went on the high seas, returning to Assumption Island in the Indian Ocean, where many years before he had filmed much of *The Silent World*.

### 3.4. ....

He founded the Cousteau Society to publicise and support his new passion. He took Calypso all over the world, documenting the unchecked exploitation of the oceans and rivers. Everywhere he went he talked to fishermen, farmers, and even to Presidents.

### 3.5. ....

Cousteau will be remembered for his ability to communicate, just as his name will always be connected with water. In 1992 he attended the United Nations Conference on the environment and Development in Rio de Janeiro, begging for the reasonable use of Earth's finite resources. He spent the rest of his life in tireless defence of the sea. Truly, Jacques-Yves Cousteau was the 'master of the deep'.

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A. Cousteau wished to be able to swim horizontally like a fish, weightless, and manoeuvring easily in three dimensions. He would have nothing to do with the divers

in the standard diving dress of the time, whom the French called ‘heavy feet’, with their copper helmets and lead-soled boots, making their slow and clumsy way across the seabed.

- B. ‘At night I had often had visions of flying by extending my arms as wings,’ Cousteau wrote in his diary. ‘Now I flew without wings. On that first Aqua-Lung dive, I experimented with loops and somersaults. I stood upside down on one finger. Free from gravity and buoyancy, I flew around as if in space.’
- C. His divers were having problems with their bulbs for flash photographs: in the high pressure of deep water they tended to leak around their base, causing them to misfire. Cousteau’s solution was inspired. The ship’s engineer drilled two small holes in the bases, the cook melted wax for them, and the doctor injected the liquid wax into them using a syringe. When it hardened, underwater lighting was assured.
- D. He was horrified to find the same sickness. What had been a water paradise, pulsating with life and full of colour, was nearly lifeless. Appalled and angered, Cousteau the diver and film-maker became Cousteau the environmentalist.
- E. Unlike many brilliant technical men, Cousteau was very articulate and expressed his compelling ideas with eloquence. He lectured equally well in French and English, often without notes, with a vivid imagery in both languages that a poet would have been proud of.
- F. Cousteau took his idea to an engineer called Emile Gagnan. He was astonished when Gagnan picked something up from his work surface and said ‘You mean like this?’ It was the valve for the ‘gazogene’, a gadget designed to enable motor cars to run on domestic gas in times of petrol shortage.
- G. In many places fish were growing scarce, and once richly-carpeted seabed now lay bare. Alarmed, he began a survey, testing water quality and analysing seabed sediments. Everywhere the message was the same: overfishing, pollution and unrestrained ‘development’ of the shores had reduced its marine life by 30 to 40 percent, Cousteau estimated.

Na podstawie: CAE Papers, 2004

3.0. Przykład	3.1.	3.2.	3.3.	3.4.	3.5.
A					

.../5

#### Zadanie 4. (0–10)

**Przeczytaj tekst i spośród trzech możliwości: A, B lub C, wybierz właściwą odpowiedź na pytania 4.0. – 4.10. Zaznacz odpowiednią literę. Odpowiedź na pytanie 4.0. została podana jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.**

TWILIGHT ROBBERY ON THE GREEN

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After the play at the Bush Theatre in West London, I sat outside the pub for half an hour or so with a friend whom I'd taken to the press night. The play was short, and I didn't have to write my review until the end of the week, so I felt pleasantly relaxed.

I hadn't seen Astrid for nearly 20 years. As we sat outside the pub, the Shepherd's Bush traffic thundered by. We tried, in a short time, to catch up on our respective lives over the last two decades.

A man with a face like an overdone baked potato lurched above us and asked, most courteously, in a drunken way, if we could spare him a coin. I dipped my hand in my pocket and handed him 50p, which made me feel both philanthropic and mean.

Astrid and I kept talking and the man continued to swing and lurch over us, thanking us profusely.

At about 10pm we parted. Astrid lived near, and turned into Goldhawk Road. I crossed Shepherds Bush Green and began to walk – as I had done many times before, after a visit to the Bush – across the common towards the Tube.

The sky was still quite bright and I was thinking of Astrid, our lives in Edinburgh more than 20 years before, when I noticed, without paying much attention, a man get up from a bench to the left of the path I trod and who walked, at a brisk pace, more or less in the direction I was going.

He was stocky, sturdy, scruffy and unshaven and proved to have an Irish accent. Suddenly he was in front of me, close up: "Can you give me 5 pounds?" It half-crossed my mind that it was no way to beg some money. I replied, that I could not although I happened to have about 60 pounds on me.

Whereupon – all this more quickly than I could think – he jostled me as I tried to push past, assuming I'd succeed: I was, by an inch or two, taller than he but he was heavier. His hand shot out and up and held my throat, pressed it and pushed and I was thrown backwards on the grass, losing my glasses.

Somehow the two others who had been sitting on the seat beside him were behind me and I was pinned to the ground. Swear words were spat in my direction with venom. Without glasses I could see very little. I thrashed about on the ground determined not to lose.

Laughably, my first concern was for the notes I'd taken at the play: the pages of my notebook were scattered about. The instinct persuaded me to turn on to my stomach, and with right elbow tucked in I tried to guard my wallet. I was surprised, as someone who takes no exercise, how strong I was, relatively speaking. The first man held my throat, so I couldn't cry out while the second man held my arms.

Eventually they rolled me over and the woman took my wallet. She ran towards the Shepherds Bush Road with it – taking my Barclaycard, cheque card and various membership cards. The men let go of me and I scrabbled around trying to find the notes of my review. Then I found my glasses and stood up. I watched the three run away towards the distant traffic.

I made it to the nearby police station, and was driven around the area to see if I could identify the brave trio. I could not. The officer took down the particulars, and said he assumed my assailants were coloured. I said they seemed to have Irish accents. "Are you sure it wasn't a

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con?" Perhaps, he confided, they were pretending to be Irish. Maybe they were pretending to be white, too, I thought.

At ten to midnight I was back home.

**4.0. What was the author's initial emotional state after the play?**

- A. Stressed.
- B. At ease.**
- C. Excited.

**4.1. What is the author's occupation?**

- A. A journalist.
- B. A writer.
- C. A theatre critic.

**4.2. Who was Astrid?**

- A. The author's old friend.
- B. The author's wife.
- C. The author's former girl-friend.

**4.3. Why did the author feel 'both philanthropic and mean'?**

- A. He wanted to impress Astrid.
- B. He gave the beggar some money but not very much.
- C. He had a lot of money in his wallet.

**4.4. Why did the author walk across the common?**

- A. Because he had always gone that way from the theatre.
- B. Because it was the shortest way to the Tube.
- C. Because he was careless about his safety.

**4.5. Had the author seen his assailants before he was attacked?**

- A. He hadn't seen the other two people until they attacked him.
- B. He had only noticed the man who held his throat.
- C. He had seen them all sitting on a bench.

**4.6. How did the author react to being attacked?**

- A. He offered all he had to the assailants.
- B. He put up resistance.
- C. He was paralysed with fear.

**4.7. What was the author's main concern during the attack?**

- A. Finding glasses.
- B. Losing wallet.
- C. Getting back the play notes.

**4.8. What surprised the author during the attack?**

- A. The violence of the assailants.
- B. Their Irish accent.
- C. His own fitness.

**4.9. How can the attack on the author be described?**

- A. As viciously violent and cruel.
- B. As not more violent than absolutely necessary.
- C. As surprisingly gentle and inefficient.

**4.10. What impression did the police make on the author?**

- A. They had a racist attitude.
- B. They were very helpful and efficient.
- C. They believed everything the victim said.

Na podstawie: Simon Greenall and Michael Swan, *Effective Reading*, Cambridge University Press, str. 194-195

4.0. Przykład	4.1.	4.2.	4.3.	4.4.	4.5.	4.6.	4.7.	4.8.	4.9.	4.10.
<b>B</b>										

.../10

**Zadanie 5. (0–8)**

Przeczytaj tekst i zdecyduj, która z możliwości A, B, C, D najlepiej pasuje do luk 5.0. – 5.8. Zaznacz literę, A, B, C lub D. Luka 5.0. została uzupełniona jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

We have just **5.0.** .....A.... to a flat which belonged to my great-grandfather. It usually takes a little while to **5.1.** ..... in a new place. The boiler here is a much older **5.2.** ..... than our former one and there was something wrong with it when we first used it. Dad tried to make it work. In vain. He only **5.3.** ..... his time. After that, he got very quiet. We wondered what he had on his mind. Did it ever **5.4.** ..... to him that he might fail? He seemed not to see any easy **5.5.** ..... to the problem. Then Mum had a go. She struggled for a long time before she eventually **5.6.** ..... to start it. Her success took me completely

by surprise. Yet in a short while the old boiler began to 5.7. .... . My parents decided to 5.8. .... a plumber who repaired the boiler in 10 minutes.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>5.0.</b>	<b>moved</b>	arrived	lived	settled
<b>5.1.</b>	settle up	settle on	settle down	settle through
<b>5.2.</b>	model	pattern	manufacture	form
<b>5.3.</b>	spoiled	consumed	spent	wasted
<b>5.4.</b>	occur	happen	enter	strike
<b>5.5.</b>	result	solution	reason	release
<b>5.6.</b>	succeeded	achieved	managed	enabled
<b>5.7.</b>	leak	spill	filter	pour
<b>5.8.</b>	communicate	consult	call	check

Na podstawie: Millington Ward, John, *One Hundred Useful Exercises in English*, Penguin English, 1987, str. 22, 23, 60, 61

<b>5.0. Przykład</b>	<b>5.1.</b>	<b>5.2.</b>	<b>5.3.</b>	<b>5.4.</b>	<b>5.5.</b>	<b>5.6.</b>	<b>5.7.</b>	<b>5.8.</b>
A								

.../8

### Zadanie 6. (0–7)

Przeczytaj tekst i zdecyduj, która z możliwości A, B, C, D, poprawnie zastępuje wyrazy w lukach 6.0. – 6.7. Zaznacz literę, A, B, C lub D. Luka 6.0. została uzupełniona jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

#### AIRLINE GUIDELINES

Most air **6.0. PASS** ..... value the **6.1. PROFESSION** ..... but friendly attitude of the **6.2. ATTEND** ..... but it appears that there is one airline that does not. A Japanese airline forbade the cabin staff to help travellers put their luggage into **6.3. HEAD** ..... lockers. Travellers were also warned that that the airline would not accept any **6.4. COMPLAIN** ..... on board. Anybody found to be holding up a **6.5. FLY** ..... would be asked to leave, so that the plane could take off on time. Dissatisfied customers were advised to direct their **6.6. GRIEF** ..... to the National Consumer Affairs Centre. Fortunately for the travellers, it seems the airline is not getting away with their **6.7. POLITICAL** ..... The head of Japan's Consumer Affairs Agency has stated that it is improper to tell customers to turn to a public organisation. Moreover, the airline has been reported to the airline authorities. Under this pressure the airline has agreed to revise its guidelines.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>6.0.</b>	passers	<b>passengers</b>	passagers	passports
<b>6.1.</b>	professional	unprofessionally	professionally	unprofessional
<b>6.2.</b>	attenders	attentions	attendents	attendants

<b>6.3.</b>	uphead	abovehead	overhead	tophead
<b>6.4.</b>	complained	complains	complainers	complaints
<b>6.5.</b>	flying	flight	flyer	fly
<b>6.6.</b>	grieves	grieving	grievances	grievers
<b>6.7.</b>	politics	politicians	policing	policy

Na podstawie: Latham-Koenig, Christina, Clive Oxenden, Jane Hudson, *English File Intermediate Plus Workbook*, Oxford, 2014, str. 41

<b>6.0. Przykład</b>	<b>6.1.</b>	<b>6.2.</b>	<b>6.3.</b>	<b>6.4.</b>	<b>6.5.</b>	<b>6.6.</b>	<b>6.7.</b>
<b>B</b>							

.../7

### Zadanie 7. (0–7)

Uzupełnij luki w zdaniach 7.0. – 7.7. jedną z podanych form A, B, C lub D, tak aby otrzymać poprawne gramatycznie zdanie. Zaznacz literę A, B, C lub D. Luka w zdaniu 7.0. została uzupełniona jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

**Przykład:**

**7.0.** Do you enjoy ..... ?

- A.** cooking
- B.** to cook
- C.** being cooked
- D.** cooked

**7.1.** Under no circumstances ..... put the wires into the socket .

- A.** you shouldn't
- B.** should you
- C.** shouldn't you
- D.** you should

**7.2.** By next August, I ..... my exams and I'll be ready for a holiday .

- A.** have finished
- B.** will finish
- C.** am finishing
- D.** will have finished

**7.3.** ..... you are unable to accept the job, we offered it to someone else.

- A.** Because of
- B.** As a result
- C.** Thanks to
- D.** Since

**7.4.** She needs to be more careful, ..... ?

- A.** can't she
- B.** doesn't she
- C.** needn't she
- D.** doesn't she need

**7.5.** I wouldn't have lent him the money if he ..... desperate.

- A.** wouldn't have been
- B.** wasn't been
- C.** hadn't been
- D.** couldn't be

**7.6.** I am going to get this qualification, ..... long it takes.

- A.** no matter
- B.** however
- C.** nevertheless,
- D.** while

**7.7.** ..... broken into while we were away on holiday.

- A.** We had our house
- B.** Thieves had our house
- C.** It was our house
- D.** They have

Na podstawie: Prodromou Luke, *Grammar and Vocabulary for First Certificate*, Pearson Education Limited, 2001

<b>7.0. Przykład</b>	<b>7.1.</b>	<b>7.2.</b>	<b>7.3.</b>	<b>7.4.</b>	<b>7.5.</b>	<b>7.6.</b>	<b>7.7.</b>
<b>A</b>							

### Zadanie 8. (0–5)

Zastąp podkreślone fragmenty zdań 8.0. – 8.5. wyrażeniami idiomatycznymi A - I z listy. Każde wyrażenie może być użyte tylko raz. Trzy wyrażenia zostały podane dodatkowo i nie pasują do żadnego zdania. Wybierz wyrażenie i wpisz odpowiadającą mu literę A, B, C, D, E, F, G, H lub I pod odpowiednim numerem 8.0. – 8.5. Zmiana w zdaniu 8.0. została dokonana jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

<b>A</b>	<b>let the cat out of the bag</b>
<b>B</b>	smell a rat
<b>C</b>	be a sitting duck
<b>D</b>	be on a wild goose chase
<b>E</b>	be an eager beaver
<b>F</b>	have a bee in her/his bonnet
<b>G</b>	hold her/his horses
<b>H</b>	get her/his goat
<b>I</b>	be a lame duck

#### Przykład:

8.0. Their engagement was supposed to remain a secret, but very soon someone was careless enough to give it away.

8.1. Margaret has won a poetry reciting competition and now she seems to be thinking obsessively about becoming an actress.

8.2. OMG! He's really furious; I didn't mean to make him so angry!

8.3. Linda looking for her lost earring must be hopelessly wasting her time.

8.4. I don't want to work with Lily - she seems to be so helpless and useless.

8.5. When the elderly woman received a call from her grandson urgently asking her for money, she started to be suspicious.

8.0. Przykład	8.1.	8.2.	8.3.	8.4.	8.5.
A					

.../5

### Zadanie 9. (0-5)

Uzupełnij brakujące wyrazy w wyrażeniach idiomatycznych 9.0. – 9.5. wybierając odpowiedni wyraz z listy A – I. Każdy wyraz może być użyty tylko raz. Trzy wyrazy zostały podane dodatkowo i nie pasują do żadnego wyrażenia. Wpisz literę odpowiadającą wybranemu wyrazowi A – I pod odpowiednim numerem 9.0. – 9.5. Wyrażenie 9.0. zostało uzupełnione jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

A	B	C	D	E	F	G	H	I
<b>butterflies</b>	fish	flies	ants	fleas	wolves	sharks	dogs	crickets

**Przykład:**

**9.0.** Barbie used to have ...A..... in her stomach before a date with Ken, but now she finds him a bit boring.

**9.1.** The exam results are to be published today in the afternoon so all the students have ..... in their pants.

**9.2.** Of course, Barbie's broken up about Ken leaving her, but there are plenty of other ..... in the sea.

**9.3.** I know I should report the incident but sometimes it's safer to let sleeping ..... lie.

**9.4.** Be careful who you make friends with – if you lie with dogs, you will get up with .....

**9.5.** Before you start swimming with ..... , consider this – the last guy who did business with them ended up dead.

<b>9.0. Przykład</b>	<b>9.1.</b>	<b>9.2.</b>	<b>9.3.</b>	<b>9.4.</b>	<b>9.5.</b>
A					

.../5

**Zadanie 10. (0–10)**

Spośród czterech możliwości A, B, C lub D, wybierz zakończenie zdań 10.0. - 10.10. zgodne z treścią lektury *Sense and Sensibility* wg. Jane Austen. Zaznacz literę A, B, C lub D. Zdanie 10.0 zostało dokończone jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.

**Przykład:**

**10.0. The Dashwood sisters were called**

- A. Anne, Lucy and Marianne.
- B. Fanny, Charlotte and Eliza.
- C. Margaret, Sofia and Annamaria.
- D. Elinor, Marianne and Margaret.**

**10.1. Mrs Dashwood and her daughters left Norland Park because**

- A. they were too poor to keep it.
- B. it's owner died.
- C. the new owners forced them to leave.
- D. the new owners made their life there uncomfortable.

**10.2. Fanny Dashwood did not want her brother Edward to marry Elinor because**

- A. Elinor wasn't pretty enough.
- B. Edward was too shy.
- C. Elinor was too poor.
- D. Edward was too poor.

**10.3. The Middletons lived in Devon in**

- A. Barton Park.
- B. Barton Cottage.
- C. Allenham Court.
- D. Whitwell House.

**10.4. The trip to Whitwell did not take place because**

- A. Willoughby and Marianne went to Allenham Court instead.
- B. Colonel Brandon was suddenly called to London.
- C. Marianne hurt her leg.
- D. Edward and Elinor got engaged.

**10.5. The Dashwood sisters were invited to London and**

- A. they were both very happy about it.
- B. they had different feelings about it.
- C. Elinor wanted to meet Edward there.
- D. they hoped to find husbands there.

**10.6. Eliza Brandon born Williams was NOT**

- A. Colonel Brandon's first love.
- B. Colonel Brandon's sister-in-law.
- C. Willoughby's lover.
- D. Eliza William's mother.

**10.7. Edward Ferrar's secret was that**

- A. he was engaged to Lucy Steele.
- B. he was in love with Elinor.
- C. he wanted to be a clergyman.
- D. he had no money.

**10.8. When Edward's secret was revealed, Mrs Jennings was sure that Colonel Brandon was going to marry**

- A. Eliza Williams.
- B. Elinor Dashwood.
- C. Marianne Dashwood.
- D. Anne Steele.

**10.9. When Marianne was ill, Willoughby came to Cleveland to**

- A. run away with Marianne.
- B. talk to Elinor about Eliza.
- C. ask Marianne's forgiveness.
- D. see Marianne for the last time before her death.

**10.10. Edward was able to marry Elinor because**

- A. his mother gave him money.
- B. his fiancee married his brother instead.
- C. Colonel Brandon helped him.
- D. he got to know that she loved him.

<b>10.0.</b>	<b>10.1.</b>	<b>10.2.</b>	<b>10.3.</b>	<b>10.4.</b>	<b>10.5.</b>	<b>10.6.</b>	<b>10.7.</b>	<b>10.8.</b>	<b>10.9.</b>	<b>10.10.</b>
<b>Przykład</b>										

**D**

.../10

**Zadanie 11. (0–10)**

**Dopasuj postacie A - N z lektury *Sense and Sensibility* wg. Jane Austen do opisów 11.0. – 11.10. Ta sama osoba może pasować do kilku opisów. Niektóre osoby nie pasują do żadnego opisu. Osoba K została dopasowana do opisu 11.0. jako przykład. Wpisz litery odpowiadające wybranym osobom A, B, C, D, E, F, G, H, I, J, K, L, M oraz N do tabelki pod zadaniem.**

<b>A</b>	Mrs Dashwood
<b>B</b>	Marianne Dashwood
<b>C</b>	Edward Ferrars
<b>D</b>	John Dashwood
<b>E</b>	Fanny Dashwood (born Ferrars)
<b>F</b>	Colonel Brandon
<b>G</b>	Henry Dashwood
<b>H</b>	Mrs Ferrars
<b>I</b>	Lucy Steele
<b>J</b>	Willoughby
<b>K</b>	Harry Dashwood
<b>L</b>	Robert Ferrars
<b>M</b>	Mrs Jennings
<b>N</b>	Elinor Dashwood

**Przykład:**

**11.0. ....K.....**

He/she inherited a valuable property as a little child.

**11.1. ....**

He/she hoped to inherit property from his/her rich aunt.

**11.2. ....**

He/she was greedy and mean for everyone including his/her spouse's relatives.

**11.3. ....**

He/she was kind but loved gossiping very much.

**11.4. ....**

He/she was very attractive but brought the people in love with him/her to harm.

**11.5. ....**

He/she willingly helped unmarried mothers and other people in need.

**11.6. ....**

He/she nearly died in the course of the story.

**11.7. ....**

He/she wore a ring with his/her beloved's hair inside.

**11.8. ....**

He/she was offered a riding horse as a gift.

**11.9. ....**

He/she used to have a brother who had been violent towards his wife.

**11.10. ....**

He/she forgave his/her children their 'unsuitable' marriages.

<b>11.0. Przykład</b>	<b>11.1.</b>	<b>11.2.</b>	<b>11.3.</b>	<b>11.4.</b>	<b>11.5.</b>	<b>11.6.</b>	<b>11.7.</b>	<b>11.8.</b>	<b>11.9.</b>	<b>11.10.</b>
<b>K</b>										

.../10

### **Zadanie 12. (0–9)**

**Do pytań 12.0. – 12.9. z czterech podanych możliwości A, B, C, D wybierz i zaznacz odpowiednią. Zdanie 12.0. zostało uzupełnione jako przykład. Wpisz odpowiednie litery do tabelki pod zadaniem.**

**Przykład:**

**12.0.** What was the name of the ship that carried the Pilgrims from England to Plymouth in 1620?

- A.** Speedwell.
- B.** Mary Rose.
- C.** **Mayflower.**
- D.** Cutty Sark.

**12.1.** Who were Walt Whitman and Walter Raleigh?

- A.** Poets.
- B.** Pirates.
- C.** Monks.
- D.** Scientists.

**12.2.** Which of the US presidents was forced to resign?

- A.** Bill Clinton.
- B.** Richard Nixon.
- C.** Harry Truman.
- D.** Donald Trump.

**12.3.** Which one was called the “Iron Lady”?

- A.** Queen Elizabeth II.
- B.** Pocahontas.
- C.** Margaret Thatcher.
- D.** Ann Boleyn.

**12.4.** What did the Monroe Doctrine refer to?

- A.** Compulsory education.
- B.** Freedom of slaves.
- C.** Defense of American interests in South America.
- D.** Alaska’s admission to the union as the 49<sup>th</sup> state.

**12.5.** Which of these documents was the latest in the British history?

- A.** The Act of Settlement.
- B.** The Act of Supremacy.
- C.** The Magna Carta.
- D.** The first Act of Union.

**12.6.** When was the Declaration of Independence signed?

- A.** In 1791.
- B.** In 1776.
- C.** In 1865.
- D.** In 1783.

**12.7.** What is the name of the first European settlement in North America?

- A.** Jamestown.
- B.** New Amsterdam.
- C.** Plymouth.
- D.** Boston.

**12.8.** In what order did these events happen in the history of the US ?

- a) The Iraq War;
- b) The Battle of the Little Big Horn;
- c) The Korean War;
- d) The Civil War;

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- A. d, c, b, a
- B. c, d, a, b
- C. b, c, a, d
- D. d, b, c, a

**12.9.** Which sentence in NOT true about the New Deal in the U.S. ?

- A. The programme was introduced to end the Great Depression.
- B. The programme was begun by US President Franklin Delano Roosevelt.
- C. The programme was created to give fair treatment to all Americans, and the main part of this was antitrust legislation.
- D. The declaration in 1930s that new economic and social measures were introduced to make the national government more powerful.

Na podstawie: *Oxford Guide to British and American Culture*, Oxford University Press, 2005; McDowall David, *An Illustrated History of Britain*, Pearson Education Limited, 2013; O'Callaghan Bryn, *An Illustrated History of the USA*, Longman Group UK Limited, 1992;

12.0. Przykład	12.1.	12.2.	12.2.	12.3.	12.4.	12.5.	12.6.	12.7.	12.8.	12.9.
C										

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**Zadanie 13. (0–9)**

**Dopasuj postacie historyczne A – P do opisów 13.0. – 13.9. Uwaga! Sześć postaci zostało podanych dodatkowo i nie pasują do żadnego opisu. Każdej postaci można użyć tylko raz. Do opisu 13.0. została przypisana jedna postać jako przykład. Wpisz litery odpowiadające wybranym postaciom do tabelki pod zadaniem.**

A	Al Capone
B	Marquis de Lafayette
C	Frank Sinatra
D	Buffalo Bill Cody
E	Thomas Edison
F	Wallis Simpson
G	Sitting Bull
H	Alexander Graham Bell

I	Amelia Earhart
J	Charles I
K	James I
L	Henry VIII
M	Virginia Woolf
N	Emmeline Pankhurst
O	Edward I
P	Florence Nightingale

**13.0. ....P.....**

An English nurse who became famous for his/her work during the Crimean War. He/She greatly improved the condition of military hospitals and reduced the number of soldiers dying of disease. Later he/she ran a campaign to change the British hospital system and improve the training of nurses.

**13.1. ....**

A soldier and politician who helped the Americans during the American Revolution.

**13.2. ....**

An American frontiersperson and later entertainer. In the 1870s he/she organized his/her own show Wild West show to entertain the audiences in the US and Europe.

**13.3. ....**

The monarch of England who spent a lot of time trying to control Wales and Scotland fighting, among others, William Wallace and Robert de Bruce. As a result he/she was called the 'Hammer of Scots'.

**13.4. ....**

An American whose inventions included a machine for reproducing the sound, the electric bulb and the 'kinescopic camera'.

**13.5. ....**

The monarch of England who removed England from the Catholic Church.

**13.6. ....**

A US pilot who in 1932 flew across the Atlantic alone. He/She and Fred Noonan disappeared in their plane somewhere in the Pacific while trying to fly around the world.

**13.7. ....**

A powerful leader of organized crime in Chicago during the period of Prohibition.

**13.8. ....**

The monarch of England, Scotland and Ireland who tried to rule without the parliament. Eventually he/she was arrested and executed by having his/her head cut off.

**13.9. ....**

A person who caused a British monarch to abdicate for personal reasons in the 20th century.

13.0. Przykład	13.1.	13.2.	13.3.	13.4.	13.5.	13.6.	13.7.	13.8.	13.9.
P									

Na podstawie: *Oxford Guide to British and American Culture*, Oxford University Press, 2005

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